

Childminder report

Inspection date: 22 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The qualified and experienced childminder develops close and trusting relationships with children and their families. She welcomes children into her home, and they settle quickly. Children demonstrate that they are very settled and confident in the high quality of care and learning the childminder provides to them. The childminder uses detailed information from parents and carers to plan an effective and sequenced curriculum. She bases the curriculum on children's interests and next steps in development. The childminder provides experiences that build on children's prior knowledge and skills. Her key focus is based on preparing children for the next stages of learning, including starting school.

Children benefit from regular outings into the local community and opportunities to build their social skills. For example, they meet other children and childminders at a local allotment. The childminder teaches children how fruit and vegetables grow and how to cultivate crops. Children excitedly create homemade healthy pizzas for lunch using the peppers they have picked at the allotment. Children are active learners, who enjoy exploring the childminder's home, garden and local community.

Children enjoy a varied curriculum that promotes their learning and prepares them for school. The childminder encourages counting and recognition of colours and shapes, fostering children's early mathematical skills. She encourages children to recognise their own names and pictures when they self-register. The childminder has a strong focus on supporting children's early language and communication skills. She has a good awareness of managing children's behaviour. The childminder models appropriate behaviour, remaining calm and relaxed. She speaks to children in a gentle manner. Children have positive attitudes to their learning, and their behaviour is very good.

What does the early years setting do well and what does it need to do better?

- The childminder regularly observes and assesses children's learning and development. She works closely with parents to identify what children need to learn next. The childminder helps parents to understand how they can support their child's development at home. She seeks advice from local authority experts when she identifies gaps in children's learning and development. All children make good progress.
- Overall, the childminder models language well to help children to develop their speech. For example, she narrates to children as they create their own pizzas for lunch. Children copy her words, such as 'spread', 'sprinkle' and 'crunch'. The youngest children practise their pronunciation of new words, such as 'recipe'. The childminder repeats words back to the youngest children to model how they should be said. She asks older children interesting and open-ended questions.

However, on occasion, the childminder does not always wait long enough for children to answer. During these times, the childminder does not consistently support children to think for themselves or develop their own ideas and thoughts.

- Children show curiosity and wonder during activities that are exciting and age appropriate. For example, they confidently use knives to spread butter on their toast. Children follow a simple recipe to make pretend pizzas in the role-play area. They sing familiar songs using props from a bag, such as 'Incy Wincy Spider', counting the number of legs the spider has. This nurtures their early literacy and mathematics skills in a fun and engaging way.
- The childminder helps children to understand the importance of developing a healthy lifestyle. For example, children enjoy healthy snacks and home-cooked meals. Children enjoy daily access to fresh air and exercise. This helps to support their physical development and well-being.
- The childminder supports children to become independent in their self-help skills, such as feeding themselves, toileting and handwashing. She praises them for their independent efforts. This helps children to feel included and appreciated during their time at this setting.
- The childminder is very thoughtful and takes a reflective approach to her practice, remaining open to feedback and making improvements. She has formed effective relationships with other childminders from the local community with whom she collaborates and exchanges ideas about activities. The childminder is passionate about offering children the best start to their early education and meaningful experiences. She works closely with the local authority to identify appropriate training and development to enhance her teaching skills.
- Parents express high praise for the service they receive. They appreciate the childminder's settling-in procedures, which are designed to meet each child's individual needs. They comment that their children make very good progress, particularly in their social development. This strong partnership with parents fosters a consistent and supportive environment for all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- allow older children time to process and answer questions to further their ability to think for themselves and confidently develop their own ideas and thoughts.

Setting details

Unique reference number	2727601
Local authority	Doncaster
Inspection number	10392870
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Doncaster. She operates during term time, from 8.30am to 4.30pm, Monday to Wednesday. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector
Rachael Barrett

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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